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ABSTRACT

Materials contained in this career guidance unit are intended to help the senior high school student become familiar with ways in which the availability and/or desirability of vocational opportunities are influenced by trends resulting from social, economic, and technological factors. Instructional sequence of the one- to two-week unit includes goal statements, performance objectives, instructor's information (including estimated lesson time, suggested grouping, content outline, new vocabulary, student prerequisites, instructor's preparation tasks, resources), and a detailed outline for developing the lesson. A student guide containing activities for use with the unit and a reading supplement are provided. (TA)

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SR 205 (76)

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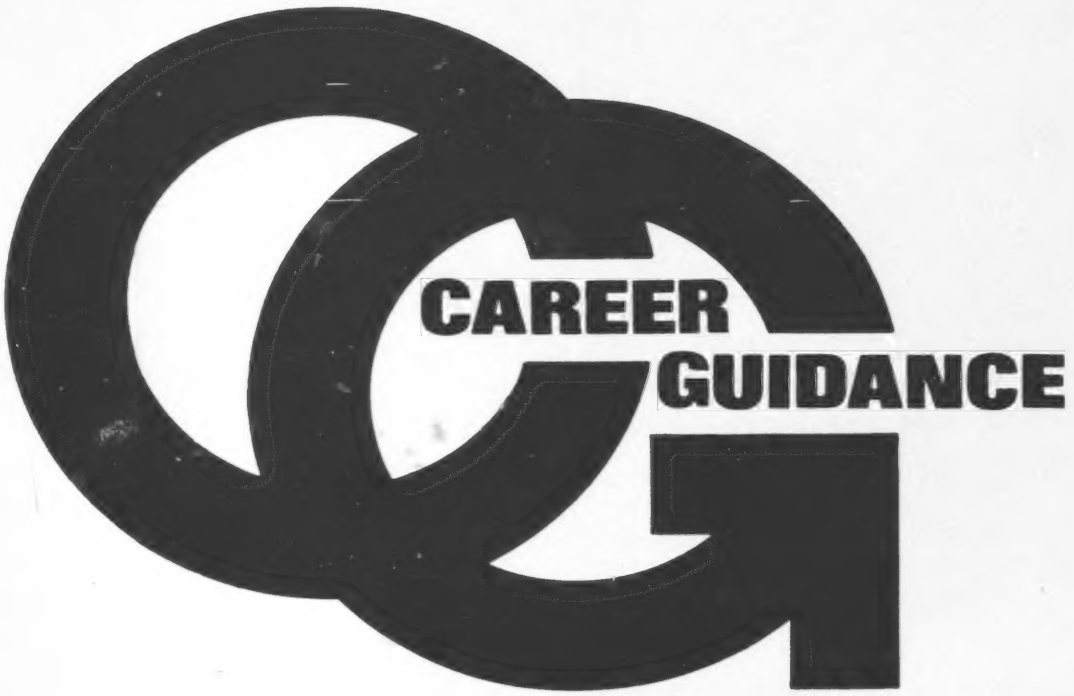

TRENDS

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MESA PUBLIC SCHOOLS DR. GEORGE N. SMITH—SUPERINTENDENT MESA, ARIZONA

Developed by the Guidance staff of

Mesa Public Schools with cooperation

and assistance from selected district personnel

Illustrations by Steve Laney and
Sally Valentine

Project Administration:

Byron McKinnon - Director of Guidance

Elaine Thompson - Guidance Specialist
Elementary Counseling

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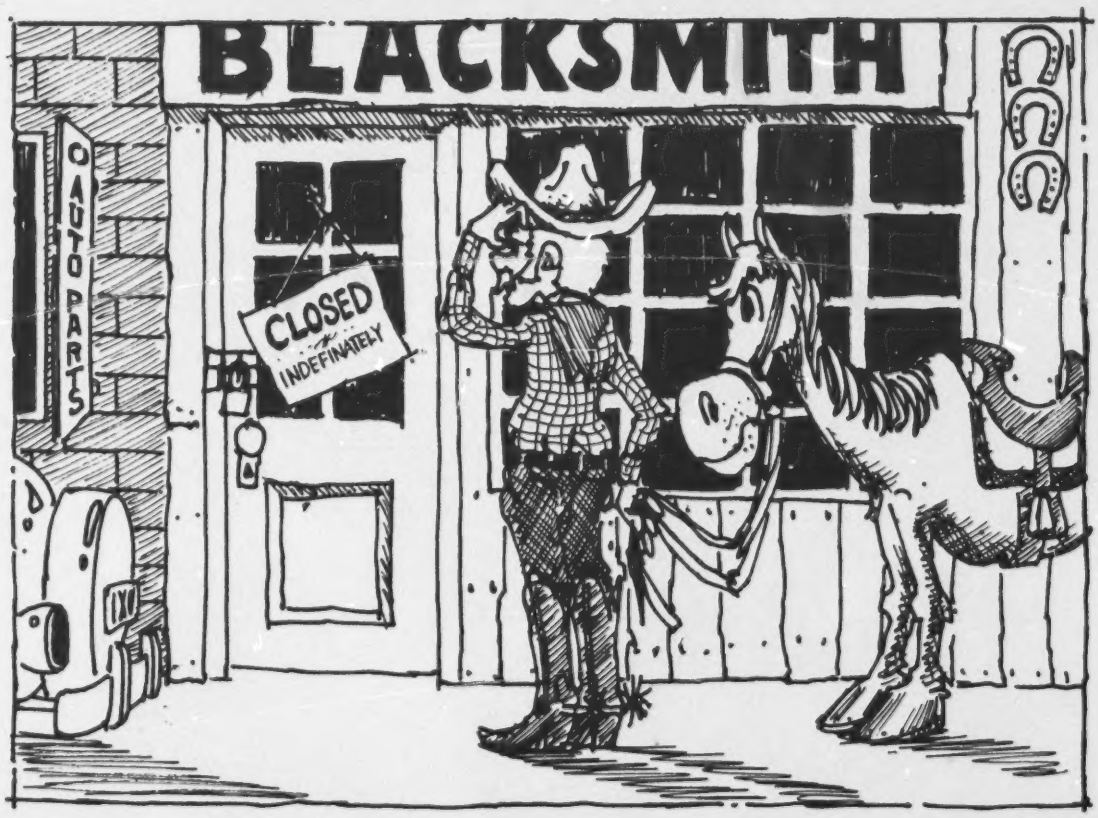


I. UNIT RATIONALE

In a rapidly changing world, vocational opportunities fluctuate as the economy, technology, and society exert influences on the labor market. Students should be aware of ways to analyze the availability and desirability of jobs which interest them.

II. INTENDED USE OF UNIT

A. Grade Placement: 10-12

B. Duration of Unit: 1-2 weeks

C. Special Considerations:

Emphasis should be placed upon the fact that information being presented is, although current, constantly being changed and updated as trends in our country influence occupations. Since many of these tasks are self directed, the instructor should strive to aid students who may not be achieving meaningful results from their endeavors.

III. INSTRUCTIONAL SEQUENCES

GOAL STATEMENT SR 205.00

The student will know where to find occupational and vocational information and guidance and know what jobs are available to him.

A. Performance Objective SR 205.01: When directed, the student will identify the correct definitions of the following terms: Trends, Social Factors, Technological Factors.

1. Instructor's Information:

a. Estimated Lesson Time: 50 minutes

b. Suggested Grouping: Individual to large group

c. Content Outline:

(1) Using the dictionary, the student will write a definition of Economic Factors, Social Factors, Technological Factors and Trend. He will then use each of these words in two sentences.

(2) The student will then be allowed to complete directions one and two in his student guide.

d. New Vocabulary:

(1) Trends - directions of movement (up or down, fast or slow) in the world of work.

(2) Economic Factors - factors having to do with the availability of money.

(3) Social Factors - factors relating primarily to the society in which we live.

(4) Technological Factors - factors which involve developments in scientific processes and know-how.

e. Student Prerequisite: SR 200.00

f. Instructor's Preparation Tasks:

(1) Preview Student Guide - TRENDS

(2) Preview reading supplement - TRENDS

(3) Be familiar with new vocabulary listed in "d" above.

(4) Have sufficient dictionaries available.

g. Resources:

(1) Student Guide - TRENDS

(2) Reading Supplement - TRENDS

(3) Any acceptable dictionary

2. Developing the Lesson:

a. Introduction:

The student will become familiar with the terms introduced in this objective by defining them and using them accurately.

b. Student Activities:

ACTIVITY 1:

Look up the meanings of the new vocabulary words and write them on a piece of paper.

ACTIVITY 2:

Use each word properly in two sentences.

ACTIVITY 3:

Complete the readings described in steps 2 and 3 of the Student Guide.

ACTIVITY 4:

Do the exercises presented in step 4 of the Student Guide.

ACTIVITY 5:

Participate in a group discussion based on responses to step 4.

c. Summary:

As the students turn in their papers, check to make sure the definitions and sentences are correct. The success of the remainder of this unit depends on an accurate working knowledge of these words. If there is any doubt, it would be wise to talk with the student to determine if he possesses the necessary proficiency. If not, you may wish to work with him as an individual or in a small group.

d. Other Options:

Divide class into buzz session groups and have each group discuss each term and define it. Then have them consult a dictionary and submit their definitions and the dictionary definition.

e. Enrichment:

Have students illustrate each of the definitions by

either drawing a situation showing an understanding of the meaning or finding the same in a magazine and attaching it to their papers.

3. Evaluation: None

B. Performance Objective SR 205.02: Given examples of Social, Economic, and Technological factors the student will, when directed, identify their impact upon job opportunities in particular occupational areas.

1. Instructor's Information:

a. Estimated Lesson Time: 2 1/2 hours

b. Suggested Grouping: Individual to large group

c. Content Outline:

(1) The student will recognize that technological advances can both increase and decrease job opportunities.

(2) The student will be come more familiar with information on career opportunities.

(3) The student will demonstrate a working knowledge of the positive and negative effects of a given technological, economic, or social change.

(4) The student will be able to understand occupational information presented in graphic form.

d. New Vocabulary: None

e. Student Prerequisite: SR 200 SR 205.01

f. Instructor's Preparation Tasks:

(1) Have materials listed in section"g" (Resources) available for students.

(2) Be prepared to assist as needed on the worksheet, "Factors and Their Effects."

(3) Be prepared to answer questions on slide materials.

g. Resources:

(1) Student Guide - TRENDS

(2) Student Booklet - TRENDS

(3) Occupations and Careers by Feingold and Swerdloff

(4) "Graduates & Jobs: A Grave New World," Time Magazine, May 24, 1971

(5) Slide Viewer and Slide Set, "Job Trends in the 70's"

(6) Tape Recorder and Several Tapes for Optional Activity 14a

(7) Classroom Set of Worksheet, "Factors and Their Effects"

2. Developing the Lesson:

a. Introduction:

Upon completion of this Performance Objective, the student should begin to see the various elements he has been studying fit together into an understandable whole. He will be able to work with economic, social, and technological factors and predict the effect of given events on various occupations. He should also begin to understand some of the sources (radio, newspapers, statistical data) of occupational information.

b. Student Activities:

ACTIVITY 1:

Read "Pretty Bank Teller Now An Instant Machine" and predict job opportunity increases and decreases, based on this article (p. 10 of Student Booklet).

ACTIVITY 2:

Read one of four articles on job opportunities.

ACTIVITY 3:

Sign up to participate in a group activity based on the work-sheet, "Factors and Effects." Continue with next activity until a group is ready to do this step.

ACTIVITY 4:

View the 9 slides on "Job Trends in the 70's" and answer the questions pertaining to them.

ACTIVITY 5:

Read a fictitious newspaper article and predict the effect on various occupations (p.11 of Student Booklet).

ACTIVITY 6:

Select from one of several activities to indicate an under-standing of economic, social, and technological factors and their effects.

c. Summary:

The student should now have a thorough understanding of the factors discussed and a knowledge of their effect

on job opportunities. He should be able to apply this information to various occupations in which he is interested.

d. Other Options: See Supplement to Counselors' Guidance Units

e. Enrichment:

(1) "Man-in-street" interview

(2) "Song Title" interview - write an imaginary interview writing as many song titles as possible into the story.

3. Evaluation: None

C. Performance Objective SR 205.03: Given examples of factors which are affecting job opportunities the student will, when directed, identify whether they are economic, social, or technological factors.

1. Instructor's Information:

a. Estimated Lesson Time: 50 minutes

b. Suggested Grouping: Small to large group

c. Content Outline:

(1) Student will be able to differentiate between economic, social, and technological factors.

(2) The student will recognize the effect of these factors on occupational areas.

(3) The student will compare his work with that of other

students and will understand that there are a variety of correct answers for each event.

d. New Vocabulary: None

e. Student Prerequisite: SR 200, SR 205.01 and SR 205.02

f. Instructor's Preparation Tasks:

(1) Be familiar with material i Student's Guide - TRENDS and Student Booklet - TRENDS.

(2) Be prepared to participate in small group discussions with students.

g. Resources:

(1) Student Guide - TRENDS

(2) Student Booklet - TRENDS

2. Developing the Lesson:

a. Introduction:

Now that the student has an understanding of the terms Economic, Social, and Technological Factors, he should begin to understand the effect they can have on job opportunities in a particular field.

b. Student Activities:

ACTIVITY 1:

Working in a group, the student will complete the worksheet, "Factors and Their Effects."

ACTIVITY 2:

Finish reading in the Student Booklet - "Why Trends?" (p. 12 of Student Booklet).

ACTIVITY 3:

Review the unit and take the test on the following page.

c. Summary:

As a final activity, have the students bring to class a newspaper article, magazine article, etc. which conerns a type of trend. Have him indicate which trend and one effect which it might have.

d. Other Options: None

e. Enrichment:

Have student write an interview or a story about an occupation. Instruct him to work as many song titles as possible into the article.

(1) Man-in-street interview

(2) "Song Title" interview

3. Evaluation: Unit test in Activity 3 above.

On a separate sheet of paper, identify the best choice for each question by writing the corresponding letter next to the appropriate number.

1. The directions of movement (up or down, slow or fast) in the world of work is a/an:

   A. trend
   B. social factor
   C. economic factor
   D. technological factor

2. Factors relating to money are:

   A. social
   B. economic
   C. scientific
   D. technological

3. Factors relating primarily to the society in which we live are:

   A. social
   B. economic
   C. scientific
   D. technological

4. Factors which involve developments in scientific processes are:

   A. social
   B. economic
   C. scientific
   D. technological

5. A job trend would not be indicated by which of the following:

   A. fewer blacksmiths
   B. more prestige for plumbers
   C. increase in service workers
   D. a handkerchief folder is a garment worker

6. The trend to retitle garbage collectors as sanitation engineers probably was caused by:

   A. social factor
   B. economic factor
   C. scientific factor
   D. technological factor

7. Due to the petroleum shortage, which of the following occupations would be most directly affected:

   A. baker
   B. teacher
   C. automobile salesman
   D. gas station attendant

8. A trip to Mars would create many job opportunities. Which of the following occupations would directly benefit from such a journey?

   A. airline pilot
   B. sanitation engineer
   C. electrical engineer
   D. commercial fisherman

9. The completion of a large contract at the neighboring factory will most likely cause which of the following:

   A. Increase in the number employed
   B. Decrease in the number employed
   C. Retention of the same number of employees

10. Poor weather probably would not affect the income of which of the following outdoor workers:

   A. job foreman on salary
   B. bricklayer paid hourly
   C. car salesman paid by commission
   D. street corner shoeshine boy paid on a unit basis

11. Which of the following occupational sites would be least affected by future ecological regulations?

   A. a gas station
   B. an open pit coal mine
   C. a computer center
   D. a copper smelter

12. In order to hire the number of teachers needed for the coming school year. the school board needs to consider all except which of the following:

   A. population growth
   B. opening of new industries
   C. opening of a new popular private school
   D. number of students holding part-time jobs after school hours

Directions: Answer questions 13 through 20 from the following choices:

A. social factor
B. economic factor
C. technological factor
D. none of the above

13. Automation has reduced the number of workers in certain occupations.

14. Due to the past devaluation of the dollar, foreign cars are more expensive in the U.S.

15. New equipment in the Ritz Hotel has eliminated Bill's job as elevator operator.

16. Because of Women's Liberation, the percentage of working wives in the U.S. work force has increased.

17. There has been a reduction in space exploration due to a reallocation of government funding.

18. Ecology minded citizens have caused a planned freeway to be cancelled.

19. People are getting married at a younger age.

20. To keep up his appearance in the neighborhood, Dick feels the need to purchase a new car.

TRENDS

Test Key

1. A
2. B
3. A
4. D
5. D
6. A or D
7. D
8. C
9. B
10. A
11. C
12. D
13. C
14. B
15. C
16. A
17. B
18. A
19. D
20. A

IV. RATIONALE FOR CAREER GUIDANCE

Within Mesa'a Career Education Program, no single function is more critical than the guidance function of assisting individuals with their career planning. Guidance personnel (including teachers, counselors, etc.) should be equipped to help individuals to set personal goals (both short- and long-term) and to identify instructional objectives for them to achieve in the standard curriculum areas as well as less formal opportunities for them to explore outside school in order to attain their personal goals. The word "career" in the title of the Mesa Program is not interpreted in its narrow sense by being limited to the educational and occupational choices of youth. Rather, its scope includes individualized planning for comprehensive "life" goals. Mesa's counseling and guidance personnel must be able to provide individual planning assistance to help students set "life" or career goals in such areas as: (1) occupations, (2) education, (3) personal and social behavior, (4) learning how to learn, (5) social responsibility (i.e., citizenship) development, and (6) leisure-time activities.

To design and implement such an approach using this type of individual career planning orientation, the Mesa Career Education Program must meet at least the following guidance and counseling assumptions:

1. It must take the major responsibility in Mesa's total educational system for helping to develop and to protect the individuality of students.
2. It must help each student to become an effective personal problem solver (i.e., a planner, a decision-maker, a self-manager).
3. It must be based on student needs and ultimately should seek to

serve all the career-related needs of all students, not just the needs of a selected group of students.

4. It must integrate individual planning objectives and procedures into the school's instructional process in all subject areas.
5. It must include interventions in the instructional process through both a developmental phase to maximize the potential each student has to grow in all the life areas, and a prescriptive phase to help students resolve those problems which persist.
6. It must evaluate both the expected and unanticipated effects of various instructional and counseling strategies for helping individual students to meet their particular needs.

In order for Mesa's Career Education Program to meet these assumptions (i.e., to incorporate this type of an individualized guidance and counseling system) a series of activities is being systematically employed. These have included the identification of youth development needs (as seen through the eyes not only of youth but also parents, educators, and employers) and the translation of these expressed needs into objectives stipulating desired youth outcomes which are measurable. Instructional-counseling approaches such as the ones in this guidance unit are being developed to help students achieve these objectives. All such approaches will be closely evaluated and improved so that they assist, as much as possible, in the career planning and development of Mesa youth.

MEDIA RESOURCES SHEET

Unit# SR 205.00

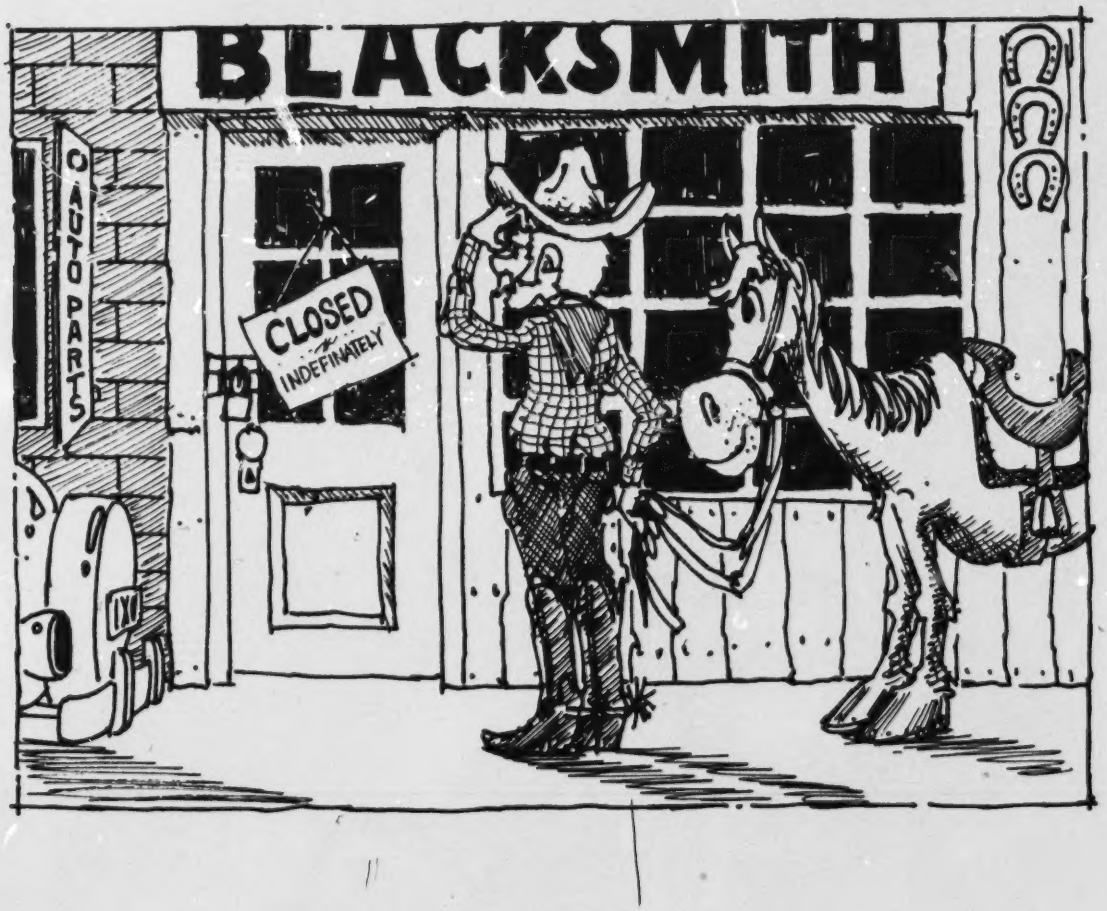
Title TRENDS

Developers

P.O. #	QUANTITY	TITLE	TYPE	SOURCE	COST
SR 205.02	5/school	"Job Trends for the 70's"	Slides & Pamphlet	Bureau of Labor Statistics	
				450 Golden Gate Ave., Box 36017	
				San Francisco, CA 94102	
SR 205.02	5/school	Occupations and Careers	Feingold & Swedloff book	Mesa High School Guidance Office	
SR 205.02	40/school	"Graduates and Jobs: A Grave New World"	Time Magazine May 24, 1971	Mesa High School Guidance Office	copies .10/pkg.

T.C. & S.B. - 10, Legal Courier
S.G. - 10, Legal Pica

TRENDS



STUDENT GUIDE SR 205.00 (74)

TRENDS

THE POINT:

The purpose of this unit is to help you to:

Be familiar with some ways in which the availability and/or desirability of vacational opportunities are being influenced by trends resulting from social, economic, and technological factors.

THE GOAL:

At the end of this unit, you should be able to:

1. Identify the correct definitions of the following terms:

   a. trend

   b. social factors

   c. economic factors

   d. technological factors

2. Given examples of social, economic, and technological factors, identify their impact upon job opportunities in particular occupational areas.

3. Given examples of factors which are affecting job opportunities, identify whether they are social, economic, or technological factors.

THE EVALUATION:

At the end of this unit, you should be able to answer questions such as the following:

1. If the government sets a priority that public housing is of ultimate concern and the ghettos must be renovated, job opportunities in which of the following fields probably will grow fastest?

   a. Social work

   b. Landscaping

   c. Transportation

   d. Construction

STUDENT DIRECTIONS:

_____1. Read p. 1 in Student Booklet, TRENDS.

_____2. Look up the meanings of the following words in a dictionary. Write the definition of each word on a sheet of paper followed by two sentences in which you have used the word correctly.

   a. trend

   b. social factors

   c. economic factors

   d. technological factors

_____3. Read "The Discovery" on pp. 2-4 in your Student Booklet, TRENDS.

_____4. Read "Factors and Trends," pp. 5-9 in your Student Booklet, TRENDS.

_____5. Here is an activity which will give you some practice in identifying different kinds of factors and the occupational areas which they affect.

In the blank to the left of each factor listed below, write whether it is an economic, social, or technological factor. Then underneath each factor, identify an occupational area which it will affect and describe how it will be affected.

_____a. Plans are being made to use nuclear energy for heating sidewalks and driveways to melt ice and snow.

_____

_____

_____

_____b. Citizens groups have successfully blocked plans to turn one of their city streets into an expressway.

_____

_____

_____

_____c. Interest rates on new car loans have been raised.

_____

_____

_____

_____d. Consumer demand for convenience foods (preprocessed) is increasing.

_____

_____

_____

_____e. Government decides that a cure for cancer must be found and allocates money for this purpose.

_____

_____

_____

_____f. A satellite network is being built that will allow instant communication with any point on earth.

_____

_____

_____

_____g. The amount of money that savings and loan institutions must keep on hand for emergencies has been reduced; Mr. Galli may borrow money in order to add a family room tc his house.

_____

_____

_____

_____h. A process has been developed to produce paving material from empty glass bottles and jars.

_____

_____

_____

6. Sign up for a group discussion to compare your answers with those of other students.

_____7, Read "Pretty Bank Teller Now an Instant Machine" on p.10 in the booklet.

_____8. The newspaper article you just read describes a technological advancement. Can you name a job opportunity which might <u>decrease</u> as a result of this?

_____

Can you name a job opportunity which might <u>increase</u> as a result of this? _____

_____9. There are many excellent articles which you can read to obtain more information on career opportunities. Pick one of the four articles listed below to read as your next activity. Ask your teacher to give you a copy of the article you select.

____a. Read Chapter 4, "Tomorrow's Jobs," pp. 31-43 in Occupations and Careers by Feingold and Swerdloff.

____b. "Graduates & Jobs: 'A Grave New World,'" TIME Magazine, May 24, 1971 (10 pages).

****10. Sign up to work with at least three other students to complete the worksheet entitled "Factors and Their Effects" which is available from your instructor.

****11. Ask your teacher for a slide viewer and the slides relating to "Job Trends in the 70's." For each slide there is a question below. The numbers of the slides come in order, but they are not consecutive. The number and title of the slide are given.

Slide 03 - The proportion of adult women who work will continue to rise.

Question: In 1980, which age group of women is projected to have the greatest participation rate?

_____

Slide 05 - The age distribution of the labor force will change.

Question: According to this chart, in 1980 what percent of workers will be 16-19 years old?

_____

Slide 06 - Workers of the future will be better educated.

Question: According to the graph, between 1970 and 1980, workers with_____ _____amount of schooling will decrease most?

Slide 10 - Employment has been shifting from goods-producing to service-producing industries.

Question: Name four goods-producing industries.

1._____

2._____

3. _____

4. _____

Slide 16 - Employment has been shifting from blue collar to white collar occupations.

Question: In 1980, which group of workers is projected to have the least representation?

_____

Slide 17 - During the 1970's, growth will vary widely among occupations.

Question: Name the three occupations which are projected to grow most rapidly between 1970-1980.

1. _____

2. _____

3. _____

Slide 24 - Technological change will affect the growth of clerical occupations.

Question: Which clerical occupation is projected to have the <u>greatest</u> percentage of change?

_____

Slide 37 - Service jobs outside private homes ar expected to increase rapidly.

Question: What is the projected percentage increase of <u>all</u> service workers?

_____

____12. Read the fictitious newspaper article, "News Flash," on page 11 of the Student Booklet.

___13. Which of the following occupations will be affected by the development described in the "News Flash"? Tell in a short answer whether opportunities will decrease or increase for the occupations you checked. You may have to use your imagination a little.

___a. Carpenter: _____

_____

___b. Architect: _____

_____

___c. Teacher: _____

_____

___d. Chemical Engineer: _____

_____

___e. Lumber Salesman: _____

_____

___f. Lift Truck Operator: _____

_____

___g. Chemical Research Analyst: _____

_____

___h. Plumber: _____

_____

___i. Building Contractor: _____

_____

___14. Pick one of the following activities.

___a. Make a tape broadcast similar to the "News Flash," which describes a new development. Then point out the social, technological, and economical factors involved.

____b. Same as above but in newspaper form.

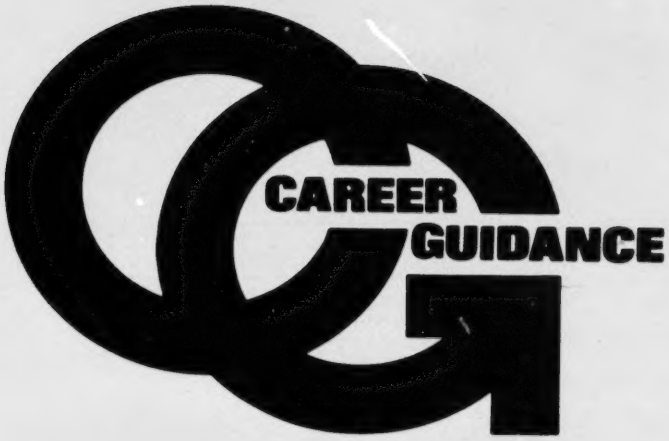
____c. Clip an actual news item and tell what social, economic, and technological factors are involved.

____15. Read "Why Trends?" on page 12 of your Student Booklet.

[redacted]16. When you have completed all the activities in this Student Guide, you will be ready for the test that goes with this unit. If there is something that you do not understand, reread it or discuss it with your teacher or counselor. When you are ready, ask for a copy of the test and take the test for this unit.

[redacted]17. Make an appointment with your instructor or counselor to check your test and have a discussion relating to your answers.

SR 205 (76)



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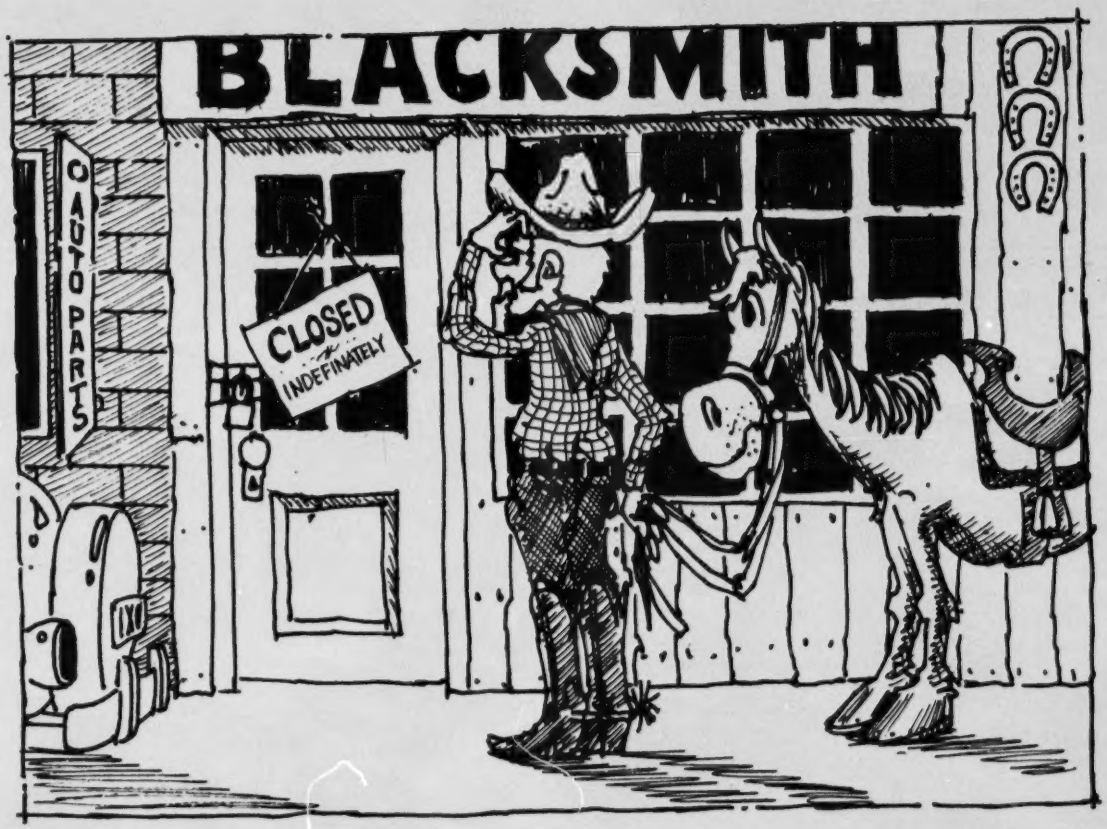


This unit will familiarize the student with some ways that vocational opportunities are being influenced by social, economic, and technological factors.

THE DISCOVERY

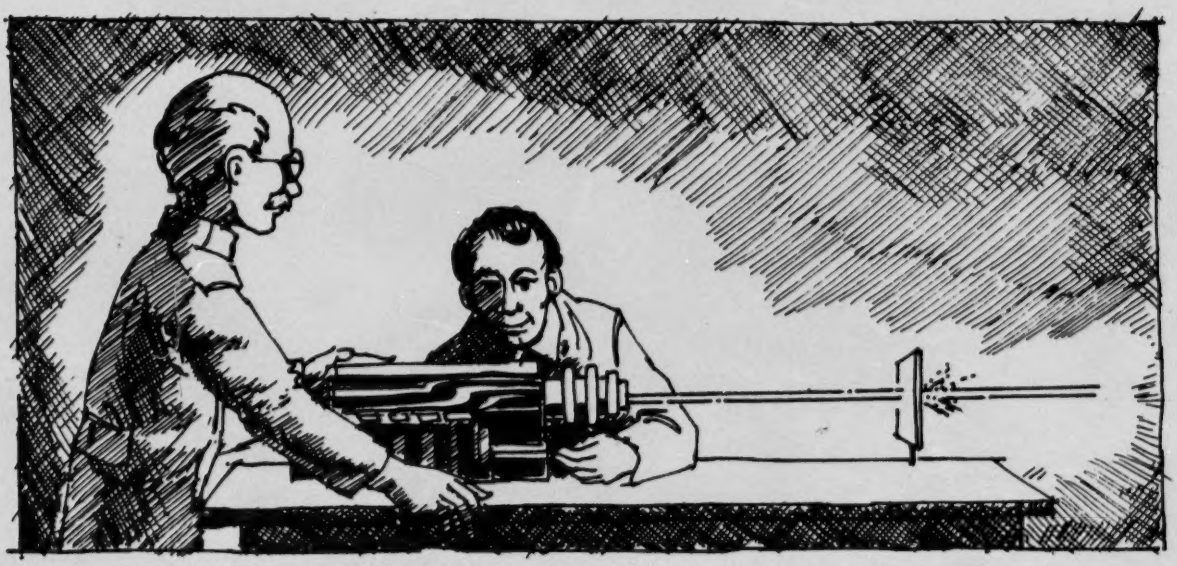
In the darkened laboratory, a needle thin beam of ruby colored light pulses and reflects on the chrome edges of the tables, and on surfaces of immaculate glass.

Tom Snebley, nearly disbelieving his eyes, whispers to his close friend and colleague through many years of research, "Say, Ned, I think we've done it."

"Two final tests," said Tom's friend blankly. With a mechanical arm, he lowered a gold disk into the experimental laser beam. It melted into pieces in seconds.

"Okay," said Tom agreeably, "Turn on the intercom circuit."

"Testing, testing, do you read me?" said Ned, as the beam faltered and then grew strong again. Ned saw his answer light up in Tom's face--the voice <u>was</u> coming through on the headphones, transmitted by the light.



"Do you REALIZE, Ned, what this MEANS?" Tom began to capitalize on the moment. "Build a powerful enough one of these lasers, and it'll revolutionize the mining industry. Just think--laser probing and laser drilling."

"Yeah," said Ned darkly, "hopefully, it'll help us use resources without exploiting nature."

"Jumping geometers, we'll have to guard the use of this thing. What a weapon it could be! We could see in the future a whole new social trend toward increased international warfare. Nations'll think they have the ultimate weapon."

"How dare anyone!? This is science," said Ned, turning all shades of red, white, and blue. "If the laser is to be used on living bodies, it will be used as a tool of medicine, to help save people's lives."

"Okay. But just think. Mount a powerful laser on the front of a bulldozer, and clear previously impenetrable jungle. HOUSES!! ROADS!! Laser welding, laser tunnel blasting!"

"But, Tom. With new medical surgery techniques and results of biological research done with the laser, doctors will be saving thousands, maybe millions more lives. More people will live longer. There'll have to be CITIES in the jungle. Larger and larger social communities will have to be formed, and the people will have to learn to get along and be happy in a mammoth, largely internal and self-contained city. What a social trend! It's almost a return to living in tribes."

"You may be right," said Tom ritualistically.

"Of course, this may mean changes in economics. Old people can't work and will need to be supported by the community. Maybe children, mothers, and infants, too."

"But who knows, Ned. Maybe with the laser being a stronger and farther reaching and more accurate navigational instrument, space exploration may find new places to be made habitable and colonized."

"I don't know about that. But along with people grouping together in social units of greater and greater magnitude, think of another aspect of economics. For example, this beam'll completely change communication technology. Why mess with wire which is hard to string and hard to maintain? The laser is much more efficient and can carry thousands of messages. What's more efficient costs less in the end, when applied on a mass scale. People will be able to talk for free on the laser telephone--because it would be more expensive to bill them and collect money than to just provide the service."

"Oh, I can see it now," said Tom calculatingly. "What an economic influence this could be. Throw out primitive methods of exchange--why have a limited money supply, with that flammable green paper and those utterly crude, heavy metal coins, that wear out? Units of laser energy will be the new currency, kept track of by computers all over the world communicating with each other on laser circuits, bouncing off of transfer stations in space! And since it'll be so much cheaper to produce things, goods will be more available and everyone will have more."

"Maybe. But you've got to have a socio-political movement toward socialization or something, or else the bosses, the people in control, will wind up with all the goodies, like they always have, just to be rich."

"Can you think of a way of applying the beam to behavior modification psychology?" young Tom asked analytically.

FACTORS AND TRENDS

The two scientists in the preceding story let their imaginations run free and came up with many social, economic, and technological changes which might result from their invention. Social, economic, and technological changes are taking place all the time. History shows that these changes are not always haphazard. They often produce movement in a general direction. Directions of movement in the World of Work are called "job trends." For example, according to the book Your Future in a Changing World,* the largest increase in actual jobs will occur in government services at the state and local levels. Next in order come wholesale and retail trades, service to the man on the street (e.g., auto and health services), manufacturing, self-employment, construction, finance, insurance, and real estate. The increasing opportunities in these areas are job trends.

Some trends in job opportunities build slowly and go on for a long period of time. Other trends develop quickly and may reverse themselves just as suddenly. Once aerospace engineers were thought to have unlimited opportunities for employment in the future. Sudden cut-backs in federal spending for aerospace research and development have reduced the need for aerospace engineers. This has reversed the trend in job opportunities for them. This current trend may, itself, be reversed in the near future, however.

Let's talk about three different factors which affect trends in job opportunities. There are economic factors, social factors, and technological factors.

Economic factors which affect trends in job opportunities are factors having to do with the availability of money. This is a pretty complicated process.

When the general outlook for the country is good.

Investors are happy to invest.

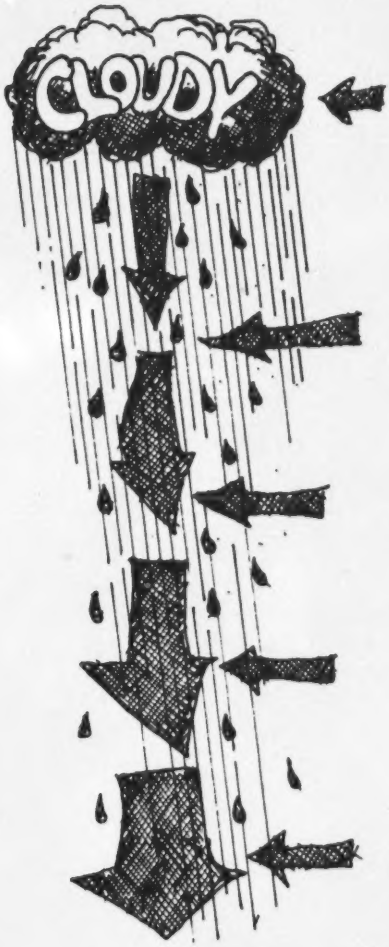
This means it's easy to borrow money.

Thus, people borrow money to buy things they want.

Thus, industries that make the things people want expand to meet the demand and job opportunities result.

For example, when the outlook is sunny, investors are investing and it's easy to borrow money. If people need new cars but don't have the cash to pay for them all at once, it is easy for them to borrow money. Thus, they borrow the money and buy the cars. This helps the car salesmen and the car manufacturers, because people are buying their products, and job opportunities open up for car salesmen and the people who work in car manufacturing plants.

What happens when the outlook is not so good?



When the outlook is cloudy

Investors are afraid to invest. They hold onto their money.

This makes it hard to borrow money.

Thus people make do--they don't borrow.

There is not as much demand for products and job job opportunities decrease.

Here is an example of a cloudy outlook affecting job opportunities. When it's difficult to borrow money, people don't borrow it to buy the things they would like. People almost always have to borrow money in order to build a new house. If it is difficult to borrow, fewer houses are built. This means there is less demand for contractors, lumber, cabinet makers, etc. The job opportunities in these areas shrink.

You probably are wondering how to determine if the outlook is sunny or cloudy. There is no clear-cut answer. It depends on so

many different things and people are always interpreting little signs. The process which was described is really circular. That is, one of the main ways to determine whether the outlook is good or bad is to look at the job opportunities. Many job opportunities keep the outlook sunny--few keep it gloomy. So the system feeds itself. It's a complicated process, but hopefully you now have a little better idea of how economic factors affect trends in job opportunities.

Social factors also affect job trends. These are factors relating primarily to the society in which we live. When society changes, jobs change. When society sets priorities concerning what things are most important, these priorities affect job opportunities. For instance, if the American society says that ecology is more important than defense, more opportunities will open up in fields relating to ecology and defense-related jobs will probably decrease. The major way that these priorities are set is through our government and the money it wants to spend on various projects.

Consumer preference is another strong social factor which affects jobs. The people decide what products they want and industries related to those products grow. For example, many consumers now want to buy small economy cars and opportunities with small car manufacturers have increased.

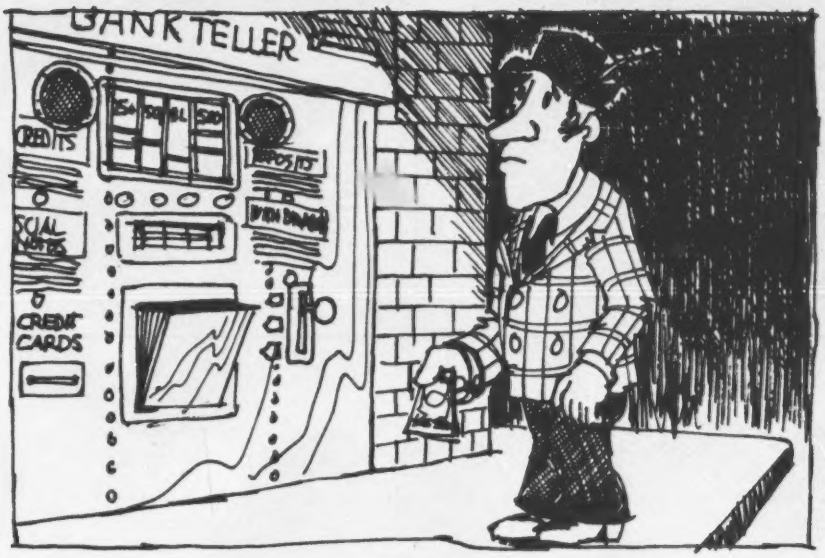
In the last few years, more women have begun to work. This is because women's role in society is changing and many women do not spend all their time in the home. This affects the competition for jobs, and also creates new opportunities such as the jobs connected with child care centers.

Generally speaking, people in society have more education today. This means the criteria for entering jobs is often higher than it used to be. People with less education often have their job opportunities reduced. For example, many years ago, there was a multitude of jobs available to someone who had not completed high school. Today, that number is drastically reduced.

The third category of factors which influence job trends is probably the easiest to recognize--technological factors. Technological factors involve development in scientific processes and know-how. Technological advancements create entirely new jobs--people have to be trained to work with the new technology--and they make other jobs obsolete. Often one technological advancement fosters others. Long ago, think of the technological advancement of developing the hoe. How terrific! The farmer could take care of much more land because the hoe made it easier to get rid of weeds. This meant he could plant more. But then he needed a new technological advancement to help him harvest all that land, and also something to help him plant more, and on and on. Because of the hoe, the demand for "weeders" decreased, but the job opportunities in the field of hoeing increased.

*Brunetti, C. & Higgerson, C.H. Your Future in a Changing World. New York: Richards Rosen Press Inc., 1970.

PRETTY BANK TELLER NOW AN INSTANT MACHINE



LOS ANGELES (AP) -- There's not much point saying "stick 'em up" to Surety National Bank's new automated tellers. Machines don't know how to reach for the sky.

But there's little use in saying "Hi beautiful" or "Haven't we met someplace before" either. The automated tellers don't wear lipstick and they're not about to accept your offer of a date.

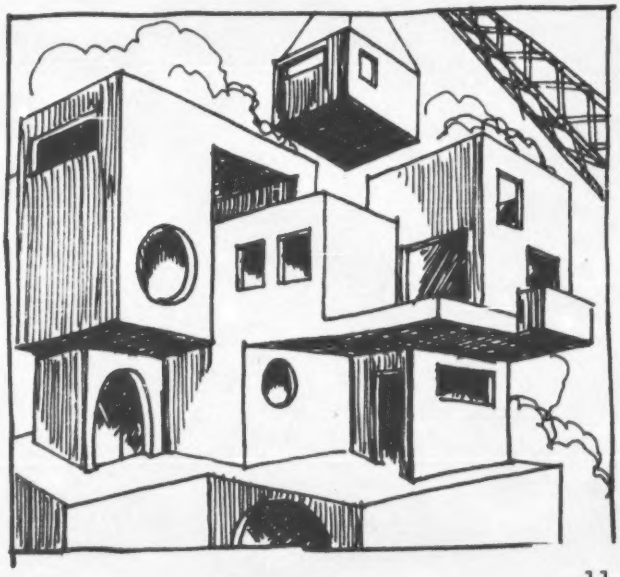
On the other hand, automated tellers take on the average of only three minutes per transaction and can cut in half the time you wait in line to cash a check.

Surety unveiled its first automated bank branch Thursday in the city's Civic Center. It features an "instant cash" machine, a check validating machine, and a closed-circuit TV "telestation" which lets teller and customer communicate without touching.

Money is exchanged through vacuum tubes. Officials claim this makes the bank just about robbery-proof.

"The teller's work is reduced to one-fifth of the usual load," says bank president Oscar L. Grossman. "We will be serving the same volume of business with five tellers as most banks serve with 20."

An "instant cash" card activates the "instant cash" machine, signaling it to spew out cash, Grossman says. A fake card won't work, he says, and a stolen card will be "swallowed by bell-ringing and light-flashing." The check cashing machine works on a similar principle, Grossman said, with built-in protection against would-be forgers.



NEWS FLASH

"The President signed a bill today for $300,000,000 to help solve the ghetto problem. Because of the urgency of this problem, the President stated that the project must be completed within two years. Most of this money will be used in replacement of old apartment houses. New apartment houses will be constructed from a chemical building material called Chemlite, which is still being tested. Chemlite has some very fine qualities. Sawing and hammering are unnecessary. Each structure can be molded into a unique shape or design. Since Chemlite is very durable and light, construction can take place in a factory, and then be transported to the apartment site where it will be put in place. Several units can be stacked on top of each other to create an apartment complex."

WHY TRENDS?

You have just investigated one good source of information about job trends. You may wonder why it is important to study trends. With changes in the World of Work taking place so rapidly, it is hard to predict the specific job that you may be called upon to perform as a working adult. It has been said that 25% of present-day workers are in occupations that did not exist 25 years ago. During these years, approximately 300 occupations have gone out of existence, and in the future, 75% of the working population probably will be in occupations that do not now exist.

It may be impossible to predict the specific occupation that someone will enter, but it is possible to talk about general directions that will offer more opportunities than others. This is where information on projected job opportunities (trends) becomes important to you as you set your tentative long-range vocational goals and make plans to achieve them. With this information, you can try to avoid dead-end jobs and aim in a direction where the job future is promising.